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LIVING LEARNING CENTER FOR STUDENT TEACHERS. TWIN VALLEY COMMUNITY LIVING-LEARNING CENTER.

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Nine institutions, including school districts, colleges, and the Michigan State Department of Education, cooperated to establish guidelines for a living-learning center facility providing a more adequate student teaching experience. Student teachers from four colleges live and learn in the Coldwater, Michigan facility. The project provides for a cooperatively developed, student teaching experience, combining residence hall, instructional space, and resource center while prospective teachers are in full-time, off-campus residence in the community in which they are student teaching. (NI)

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living learning center

FOR STUDENT TEACHERS

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TWIN VALLEY

TWIN VALLEY

LIVING-LEARNING

CENTER

7 june 67

Introduction

It is proposed that a LIVING-LEARNING CENTER be established to provide a more adequate student teaching experience by the utilization of an extern type program. The program of the center would provide for full-time off-campus student teaching in such a manner that it would also contribute to the continued education of all professional staff. The "mix" of cooperating institutions will permit a helpful re-evaluation and strengthening of each institutions role in teacher education - both initial and continuing.

COOPERATING INSTITUTIONS

Branch Intermediate School District
Coldwater Community Schools
Hillsdale College
Olivet College
Spring Arbor College
Western Michigan University
Coldwater Education Association
Michigan Department of Education
Michigan-Ohio Regional Education Laboratory

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What's the Biggest Needed in our Educational

BY THOMAS J. FLEMING

THIS WEEK

DECEMBER 18, 1966

As a final article in its much praised series on problems in contemporary education, THIS WEEK *has asked educational leaders across the nation to answer the highly challenging question:*

"If you had it in your power to make one change in American education today, what would it be?"

DR. IRVAMAE APPLEGATE
President, National Education Association

"If society is going to deposit its most difficult problems on the school doorstep — poverty, integration, social alienation — then society must give the classroom teacher resources to deal with these problems.

"This means *staff* — such as psychologists, medical and social workers, guidance counselors, librarians — to backstop at every point the teacher's central function of teaching children.

"This means *time* — not only for the teacher to practice his art of teaching without interruption and harassment, but time to study and polish that art.

"This means *freedom* — from pressures or personal attacks — to do the job for which he has been trained so carefully.

"This means *tools* — from textbooks to technological aids — to stimulate and reinforce the teaching-learning process.

S. FRANK BROWN

Director of Information and Services, Southern Development of Educational Associates (SDEA)

change System?

line and events

A chronicle of events may help explain how the original concept has been expanded.

background

In January, 1966, Carlo Heikkinen, Superintendent of Coldwater Community Schools conceived the idea for a LIVING-LEARNING CENTER for student teachers to be located within the Coldwater area. Because the concept, in order to be adequately implemented, required facilities for housing and study, the idea was presented to Jerry Fair, the school's architect. At the time, it was decided that further expansion of the idea should be conducted with institutions of higher education which sent students to Coldwater for student teaching.

The idea was then presented to the staff of the College of Education at WESTERN MICHIGAN UNIVERSITY, and there followed several months of discussion that enlarged and enhanced the original concept. Because several private liberal arts colleges also utilize the Coldwater system for placement of student teachers, invitations to become involved were extended to HILLSDALE, OLIVET, and SPRING ARBOR. A Planning Committee with representatives from the four schools of higher education, the BRANCH INTERMEDIATE SCHOOL DISTRICT and the COLDWATER COMMUNITY SCHOOLS was appointed to plan for implementing the project.

Representatives of these institutions were joined later by staff from the MICHIGAN DEPARTMENT OF EDUCATION and by those from the MICHIGAN-OHIO REGIONAL EDUCATIONAL LABORATORY. Planning meetings have been held quite frequently in the past five months.

The Intermediate School District has been seen as a key in coordinating the center's efforts and this role would permit expanded participation by other school districts.

In more recent meetings, representatives of the COLDWATER EDUCATION ASSOCIATION have joined the group.

the need

The initial phase of the preparation of teachers is often thought of as a college or university based program - and one for which higher education is totally responsible. But, a truly effective preparation program for teachers requires the cooperative efforts of local school systems, their staffs, and the profession at large, working with colleges and universities. It is only through a cooperative effort that such programs can have

* appropriate laboratory or field experiences
* A needed touch with the realities of teaching and of school staff membership.
* a significant impact on the continuing education of the regular members of a school staff

Student teaching is generally regarded as the most crucial and significant portion of the initial preparation for teaching. It is also the part of the program which demands the closest working relationships between colleges and universities, and the local school system. Unfortunately, too often this experience is still a minimal one - with prospective teachers having only a portion of a day in a school or perhaps a full day but with little opportunity to come to know the total community the school serves. Also, the experience is not always closely related to the on-campus portion of the initial preparation program. The school system tends to be a second class partner in the relationship, meeting what it senses to be a professional obligation - but not really sharing in deciding what would make the experience an effective one, for both the prospective teacher and the school. Obviously and fortunately, not all programs have these qualities, and there are numerous examples of new or refined programs. Yet, there is still much room for improvement.

a solution

The essence of this project is to provide a cooperatively developed student teaching experience while prospective teachers are in full-time off-campus residence in the community where they are student teaching. Opportunity for in-depth participation in school and community activities and close director in studying the teaching-learning process are two crucial elements of this plan.

Partners in the plan are a public school system and its staff, an intermediate school district, a regional state university and three liberal arts colleges preparing teachers. Assistance in planning and development efforts is being provided by the state department of education and the regional educational laboratory. A resident director will provide leadership for the program and will coordinate the use of resources of the several institutions participating. It is anticipated that other schools in the area will participate in the program as it develops.

Ultimately, it is planned that an appropriate facility will be developed to house this program, a facility which will combine residence hall, instructional space and resource center. Such a facility will provide a concentrated climate for learning for both the student teacher and local faculties.

unique characteristics

The proposed LIVING-LEARNING CENTER for student teachers contains many unique aspects for the student teaching phase of pre-service preparation.

- A deliberate cooperative effort to develop the inter-relationship of the initial (undergraduate) preparation of teachers as well as continuing teacher education.
- An inter-institutional effort of three liberal arts colleges, a regional state university, and a school system, to prepare teachers.
- The initiative of local school district personnel to seek ways to improve the initial phase of the preparation of teachers.
- A role for the intermediate school district in coordinating efforts and providing resources for such a program.
- A catalyst and support role in planning from the state department of education and from the regional educational laboratory.
- An opportunity for inter-institutional stimulation to re-examine programs and to find ways to share resources in order to contribute to the strengthening of teacher preparation. It is anticipated that many unique developments will emerge from such an inter-institutional "mix". Some suggested possibilities are:

  shifting of student teaching assignment to various grade and ability levels

  exposure to varied quality schools and program (i.e. Grosse Pointe vs. Detroit inner City Schools and/or Urban vs. Rural)

  the total spectrum of seminar possibilities of professional staff
- A significant contribution from the local teachers organization in planning and in assessing their contribution to the profession at large in assisting with the preparation of new teachers and with the continuing education of the professional staff.

an operating proposal

The integrated program is designed to include broad participation in school and community activities as well as providing assistance to the student teachers in systematically studying the characteristics of the teaching-learning process. In addition, the program will serve as a means for studying the various aspects of student teaching activities with emphasis on experimentation and innovation.

Support and help given to the student teacher will be a joint effort of the local school staff, a resident director and college and university personnel. Local school staff will assume major responsibility for working directly with student teachers. An Advisory Committee shall be responsible for assisting in the provision of educational consultants, in-service training of students and classroom teachers, and instructional resources. The director's primary role will be to coordinate activities of the integrated program.

While many operating details will need to be developed, the following have been agreed upon as guides in this cooperative venture:

1. TEACHER SUPERVISION

   Supervision shall be interpreted to mean frequent contact with and oversight of the student teacher.

   * The Center Coordinator shall observe the student teacher in a classroom situation enough times to be able to evaluate performance and to interact effectively with the classroom teacher.

   * It is expected that the Center Coordinator shall work with student teachers outside the classroom sufficiently to give needed guidance in work planning and in evaluating performance.

2. ACCOMPANYING SEMINARS

It is believed that there should be involvement in seminars both formal and informal during the period of the directed teaching experience at the LIVING-LEARNING CENTER. The committee suggests that this be centered in the following general areas:

FORMAL	INFORMAL
Curriculum and Methods	General Operation of the local District
History-philosophy	Comparison of other school observations
Community Education	New roles for teachers
	Community resources in education

3. CREDIT AND GRADES

Matters of credit and grades shall be handled by each cooperating institution in line with its regular procedures. In all instances, the general supervisor shall be responsible for submission of grades to the institution.

4. ADJUSTMENT TO COLLEGE AND UNIVERSITY PROGRAMS

Assuming that the student will be devoting full time to the directed teaching experience, the time he begins or completes the experience is not necessarily important. An effort should be made, however, to provide the student teacher with maximum exposure to the duties and responsibilities of a classroom teacher.

5. FULL-TIME PROGRAM

The program shall provide full-time, full-day student teaching in residence.

6. ENROLLMENT

Enrollment will be handled in accordance with regular procedures within each institution - and each student will register with his own institution.

work of the committees

Following the appointment of representatives from the six institutions to a PLANNING COMMITTEE in June, 1966, several subcommittees were established to direct attention on individual aspects of the project.

THE POLICY MAKING COMMITTEE made the following recommendations relating to the total project.

That an experimental program be developed sponsored by the six institutions. As a first step, the program should be planned with the following objectives:

* To free student teachers for a semester of professional student teaching
* To coordinate teaching schedules of the various institutions
* To develop a description of the kinds of experience student teachers would need in such a center
* To develop criteria for selection of supervising teachers in the cooperative schools
* To provide machinery for the inservice education of supervising teachers
* To establish procedures for working with the local community and the Coldwater State Training Home

That this proposal be presented to the State Department of Education

That a possible time for the beginning of the project might be the Fall of 1967

work of the committees

THE INSTRUCTIONAL RESOURCES COMMITTEE made the following recommendations for an instructional materials center as part of the project.

* That broad use be made of a wide range of audio-visual materials.

* That an educational resource center be an integral part of the LIVING-LEARNING complex to include a comprehensive educational materials center, demonstration classroom, closed circuit T.V., Title I Remedial Reading Lab, Title III Outdoor Education Resource Center, a proposed Title II film library, and a professional library

* That inservice education might be accomplished through use of closed circuit and air borne T.V., video tapes, telelectures, and remote overhead projector sound systems.

THE SUPERVISING TEACHERS COMMITTEE made recommendations concerning qualifications of the Classroom supervising teacher, the Coordinator of the LIVING-LEARNING CENTER. This committee also suggested policies and procedures in relation to supervision, seminar courses and credits. The committee developed an operating budget.

THE BUILDING COMMITTEE has defined necessary guidelines for an orderly approach to construction of facilities. Recognizing that although preliminary planning cannot proceed until a definite educational program has been established, it is possible at this time, to review sources of funding for future planning. As the project objectives, needs, and activities are brought into focus, a proper sequence of construction events will be formulated.

michigan
OLIVET
KALAMAZOO
SPRING
ARBOR
COLDWATER
HILLSDALE

why the twin valley area

Coldwater is a progressive community with an equally progressive school system. Evidence of this can be seen through the efforts of the community in city planning, urban renewal, a parks program and industrialization.

Similar efforts of the school system include new junior and senior high school buildings, an innovative outdoor education center, county oriented instructional materials resource center, a reading center, special education facilities, a planetarium and a library improvement program. In addition, the school system has the resources of the Branch Intermediate School District at its disposal.

Other characteristics make Coldwater an excellent choice for the location of a LIVING-LEARNING CENTER. The Coldwater State Home and Training School provides opportunity for broad study experiences in special education. Easy highway access is readily available from the four cooperating institutions of higher learning to the Coldwater area.

a contract

This Agreement is made by and between the Branch Intermediate School District, hereafter called "first party", and Hillsdale College, Olivet College, Spring Arbor College, and Western Michigan University, all hereafter known as "second parties", and

The School District of the City of Coldwater, Michigan, and the Michigan-Ohio Regional Educational Laboratory, hereafter called "third parties".

Whereas the parties hereto desire to participate in a program of student teacher training and education to be known as the Twin Valley Community Living-Learning Center to be located at Coldwater, Michigan,

Now therefore, it is agreed between the parties as follows:

1. This Agreement shall become effective July 1, 1967, and shall extend through June 30, 1968, and may be renewed by the parties by mutual agreement.
2. The teaching program shall provide for full-time student teaching with enrollment, registration, and credits to be handled by each of second parties in accordance with each of second parties procedures.
3. There shall be an adivsory committee composed of the following voting members: One voting member shall be designated by each of second parties; one voting member from the Coldwater Education Association; one voting member designated by first party; and one voting member designated by the School District of the City of Coldwater.
   Such advisory committee shall also include one non-voting member from each of the other parties to this agreement and such other members who may be invited to participate from time to time by the committee.
4. The advisory committee shall direct the instructional and evaluation program of the Center, shall advise first party as to administration of the budget and shall recommend to first party the employment of the necessary personnel within budgetary limitations.
5. First party, with the advice of the advisory committee, shall employ an administrative officer of the program to be known as "Executive Secretary and Coordinator" who shall be directly responsible to the first party.
   It shall be the duty of the first party to operate the Center by providing student teacher training opportunity in classrooms in operating districts and first party shall provide necessary personnel, facilities and equipment and other necessary contractual services for the operation of the Center.

6. First party, acting through the Executive

8. Third parties agree with each other and with

Secretary and Coordinator, shall receive all funds and pay all expenditures and shall maintain all financial records and shall make periodic reports of fiscal matters to the advisory committee.

Each of second parties shall assign students each semester to the Center for the purpose of full-time student teaching and first party agrees to receive up to but not more than 20 student teachers each semester from second parties. Second parties shall determine between second parties the number of students to be assigned from each of second parties' institutions.

Second parties agree to pay to first party the sum of Four Hundred ($400.00) Dollars per student teacher each semester, or financial equivalent if personnel be assigned by second parties to the operation of the Center.

7. The advisory committee, with the consent of first party, may assign to the Executive Secretary and Coordinator such other and further duties as may promote the efficient operation of the Center including but not limited to such matters as arranging meals and lodging for student teachers, seminar programs for student teachers and such matters as may promote and develop the training program for such student teachers.

first and second parties to participate in the programs by providing teaching opportunities and resource materials as may from time to time be required for the operation of the program.

First party agrees to pay to the School District of the City of Coldwater any necessary expense items in connection with the furnishing of office facilities and like expenses in connection with the operation of the program.

IN WITNESS WHEREOF, the parties have set their hands as of this _____day of June, 1967.

BRANCH INTERMEDIATE
SCHOOL DISTRICT

BY:_____

_____

HILLSDALE COLLEGE

BY:_____

_____

OLIVET COLLEGE

BY:_____

_____

SPRING ARBOR COLLEGE

BY: _____

_____

WESTERN MICHIGAN UNIVERSITY

BY: _____

_____

SCHOOL DISTRICT OF THE CITY OF COLDWATER

BY: _____

_____

MICHIGAN-OHIO REGIONAL EDUCATIONAL LABORATORY

BY: _____

_____

The foregoing teacher training cooperative agreement is hereby approved:

BY: _____
TEACHERS TRAINING DIVISION
MICHIGAN DEPARTMENT OF EDUCATION

Oak GROVE * branch intermediate school district * CAMAS * CASTLE ROCK * CENTRALIA * CHEHALIS * CLARK COUNTY * COLUMBIA BASIN * COLVILLE * EDMONDS * EVERETT * FEDERAL WAY * FERNDALE * GRANDVIEW * HIGHLINE * KELSO * LAKE WASHINGTON * LONGVIEW * MARYSVILLE * MEDICAL LAKE * MERCER ISLAND * MOSES LAKE * MUKILTEO * NORTH KITSAP * OAK HARBOR * OLYMPIA * PASCO * PORT ANGELES * PUYALLUP * RENTON * RICHLAND * SEATTLE * SEDRO WOOLLEY * SHELTON * SNOHOMISH * SOUTH KITSAP * SPOKANE * STANWOOD * TACOMA * TUMWATER * VANCOUVER * WALLA WALLA * WENATCHEE * WEST VALLEY * YAKIMA * YELM

Oak GROVE * branch intermediate school district * CAMAS * CASTLE ROCK * CENTRALIA * CHEHALIS * CLARK COUNTY * COLUMBIA BASIN * COLVILLE * EDMONDS * EVERETT * FEDERAL WAY * FERNDALE * GRANDVIEW * HIGHLINE * KELSO * LAKE WASHINGTON * LONGVIEW * MARYSVILLE * MEDICAL LAKE * MERCER ISLAND * MOSES LAKE * MUKILTEO * NORTH KITSAP * OAK HARBOR * OLYMPIA * PASCO * PORT ANGELES * PUYALLUP * RENTON * RICHLAND * SEATTLE * SEDRO WOOLLEY * SHELTON * SNOHOMISH * SOUTH KITSAP * SPOKANE * STANWOOD * TACOMA * TUMWATER * VANCOUVER * WALLA WALLA * WENATCHEE * WEST VALLEY * YAKIMA * YELM